Factors Influencing Work Performance of Graduates in Indonesia

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Submission date: 28-Feb-2021 12:21AM (UTC+1030)
Submission ID: 1519636915
File name: ctors_Influencing_Work_Performance_of_Graduates_in_Indonesia.pdf (232.23K)
Word count: 4508
Character count: 26200

Talent Development & Excellence
Vol.12, No. 1, 2020, 3292 - 3301

Factors Influencing Work Performance of Graduates in Indonesia

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Abstract

In Indonesia today, vocational schools, that aim to produce work-ready graduates, face enormous challenges in terms of students' readiness to perform in the market. This study is conducted to discover the factors influencing students' willingness to work. The studied factors include innovative learning, school-business partnership, and parents' social status. This study is analytical research which uses cross-sectional survey approach and structural equation model (SEM) for sampling. The object of this study was Government Business and Management Vocational Schools in South Sulawesi. The population of education were all third-year students of Business Administration, Accounting, and Commerce Programs. They have undergone an Internship training program in the 2010/2011 Academic Year. The findings of the study indicate that innovative learning, schools' partnership with the industry or business, and parents' socioeconomic status are of significant impact on students' readiness to work.

***Keywords**:* innovative learning, schools' partnership with enterprises, parents' socioeconomic status, students' readiness to work.

Introduction

In the effort to develop a nation, the quality of education is one of the keys to success. Education is a medium to build character and knowledge of the students so that they can be individuals with strong character and sound expertise. In the case of Indonesia, however, the quality of education is still low. This is evident in the data of Balitbang (Indonesia's National Research and Development Department, 2003) that of the 146,052 primary schools in Indonesia, only eight schools managed to get international recognition under the category of the Primary Years Program (PYP). The same data also reveals that of the 20,918 elementary schools in the country, only eight got international recognition of the Middle Years Program (MYP). It was established that only seven of the 8,036 senior high schools were recognised internationally under the category of the Diploma Program (D.P.).

This fact contributes to the increase in unemployment in the country and the low work productivity of Indonesia's human resources. In Indonesia, there are around 950,000 unemployed vocational school graduates (Indonesia's Center of Statistics, 2006). In 2006, the population of South Sulawesi Province was 7,629,123 people; 3,005,723 of them are of productive age (working age). Of that number, 370,308 people are unemployed. The

ISSN 1869-0459 (print)/ISSN 1869-2885 (online)

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unemployment in South Sulawesi is dominated by the Senior High School/Vocational School graduates (Sulawesi Selatan Dalam Angka, 2007). This indicates that the vocations available in the area are unable to absorb all potential workers.

Concerning the absorption of Vocational School graduates in the industry or labour market, Samsudi (2008) notes that, ideally, there is around 80 to 85 per cent of vocational school graduates who can directly enter a workplace; however, only 61% of them are absorbed in the market. In 2006, vocational school graduates in Indonesia reached the number of 628,285; while the 2007 projection of workforce absorption or demand for vocational school graduates is only 385,986 or 61.43%. This is a pity, considering that vocational schools aim to produce graduates or workforce who is ready to enter the market and industry with the skills they learn at school. This data indicates that the quality of vocational school graduates is low; their readiness to work is unsatisfactory. The increase in unemployment is influenced not only by the low absorption or recruitment of workplaces but also by the weak entrepreneurship of the vocational schools' graduates.

A theoretical review and previous empirical findings indicate that there is a functional relationship between the factors and instruments of educational input. These factors may affect the level of vocational school students' readiness to work. The elements can be categorised into internal and external factors. The internal factors are related to schools' responsibilities that need to be well-prepared to achieve the institutional goals of vocational schools. Among the internal factors is the quality of learning that facilitates students' achieving of required competencies. Teachers have to be able to create innovative education so that students' motivation can be developed and their expectation can be satisfied.

Meanwhile, the external factors include the partnership between the schools and the enterprises or industry, as an out-of-school learning place, and students' parents' social and economic status. The determination of vocational school students' readiness to work will be interrelated with financial and non-economic factors. The economic factor, in turn, is related to the support of students' parents, in terms of funding the education of their children.

Based on the background outlined above, this study examines the impact of innovative learning, schools' partnership with enterprises/industry, and parents' socioeconomic status on students' readiness to work. The target or object of this study was limited to the State Vocational Schools of Business and Management in the South Sulawesi Province. The study aimed: to describe the impact of innovative learning implemented by teachers on students' readiness to work; to describe the effects of schools' partnership with enterprises/industry on students' willingness to work; to explain the impact of students' parents' socioeconomic status on students' readiness to work; and to describe the simultaneous influence of innovative learning, schools' partnership with enterprises/industry, and socioeconomic status on students' willingness to work.

1. Literary Review

According to Wena (1997), readiness is the ability to accept a situation and respond to it quickly. Cronbach, in Zamtinah et al (2004), describes willingness as all characters or forces that enable one to react in a certain way. Chaplin, in Kartono (2004) defines readiness as the level of growth and maturity that is beneficial in practising things. From the definitions

ISSN 1869-0459 (print)/ISSN 1869-2885 (online)

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above, it can be summarised that willingness is all characters or skills and the level of sophistication that enables one to act and react in a certain way.

Work, according to Anoraga (2001), is the objectives to be achieved or satisfied. Meanwhile, Chaplin (in Kartono, 2004) defines work as the completion of specific tasks. Therefore, work can be defined as the completion of tasks to satisfy and achieve one's objectives. Based on the definitions above of readiness and practice, the concept of willingness to work can be formulated as conditions that reflect one's ability and maturity to accept and act in better ways to achieve his goals. In this study, the definition of readiness to work is viewed from the approach of the competency-based curriculum in vocational schools; i.e. the competencies expected to be acquired and mastered by the students after finishing their education. The competencies consist of knowledge, skills, values, mindset, and behaviours that reflect students' understanding and comprehension of what they have learned at school.

Vocational school students' readiness to work is a part of the quality of education output. It is based on the students' productive competencies. In other words, students' willingness to work is shaped and developed through their achievement in learning (Gagne, 1995; Mardjohan, 1966; Mardikanto, 1999). From an industry or business point of view, readiness to work is related with students' preparedness to satisfy the demands of workplace and market (Vede, 1994; Gani, 1996; Kertajaya, 1996). Thus, students' level of performance when undergoing internship in enterprises/industry indicates their readiness to enter the industry. The better their performance, the more ready they are to work.

In the effort to prepare vocational school students to enter work and industries, a deep understanding concerning the factors influencing students' readiness to work is needed. Such knowledge will ensure that students' or graduates' skills and competencies are sufficient to enter the professional world of work. Besides the competencies required by the school curriculum, developing students' readiness to work also involves the development of skills needed in the professional world; including the academic ability (I.Q.), emotional skill (E.Q.), spiritual skill (S.Q.), and determination to work (adversity quotient).

Academic skill is the cognitive skills that individuals possess to effectively adjust and adapt themselves to the complex and ever-changing environment (Galton, in Joseph, 1978). Intellectual competencies can be measured using the Intelligence Quotient. One's mental skills play an essential role in his work. Those with high I.Q. tend to be more readily and easily to absorb knowledge, which will make their ability to solve work-related problems better (Eysenck, 1981).

Goleman's emotional intelligence theory (1999) defines emotional intelligence as one's ability to recognise his own and others' feelings, to motivate himself, and to manage his emotion in his relationship with others. Purba (1999) argues that emotional intelligence is an emotional ability, consisting of the ability to deal with frustration, ability to control emotion and optimistic spirit, and ability to build a relationship with others. Patton (1998) notes that the effective use of emotion facilitates the achievement of goals in a productive relationship.

Spiritual intelligence is indicated by one's recognition of his existence as a creation of God, of this faith and religious practices (Zohar and Marshal, 2002). Berman (2001) suggests that spiritual intelligence (S.Q.) can facilitate the dialogue between mind and emotion, body and soul. Mitroff and Denton (1999) note that religiosity has to do with one's relation with God,

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while spiritual intelligence focuses on a close and tight relationship between an individual and his surroundings.

Besides I.Q., E.Q., and S.Q., another factor determines students' readiness to work, i.e. adversity quotient. Adversity quotient (A.Q.) is one's ability and competence in handling challenges and difficulties of life, or in other words, determination (Stoltz, 2000). Stoltz (2000) notes that one's readiness to pursue success is determined by his ability/intelligence to hold his ground when facing and to solve difficult situations.

In a classroom learning activity, the learning method used is one of the factors that determine the completion and achievement of learning indicators; which means that it also affects students' readiness to work. Therefore, creative activities in learning are necessary. Learning is defined as an effort to educate the learners (Degeng, 1989). Gagne (2005) describes learning as a series of activities to facilitate the learning or education process. Smith and Ragan (2003) add that learning is the development and dissemination of information as well as activities designed to facilitate the realisation of specific objectives. Gagne (2005) further suggests that the practical, efficient, exciting, and student-centred learning perspective is innovative learning. Innovative learning provides more opportunities for students to construct their knowledge (self-directed learning), mediated by the teacher and their peers (peer-mediated instruction). Creative learning is based on the constructivist paradigm.

Innovative learning is reflected in the product of education, i.e. communicative and collaborative students. They can clearly and effectively articulate their thoughts and ideas, both in utterances and in writing (Hamied, 2009). Successful learning is proposed by Heinich et. al, as cited by Pribadi (2009), who points out that it consists of:

1) active participation, 2) practice, 3) individual differences, 4) feedback, 5) realistic context, and 6) social interaction. Learning models that are based on constructivist learning theory include 1) cooperative learning, 2) reasoning and problem-solving, 3) inquiry training, 4) problem-based instruction, 5) conceptual changes learning, 6) group investigation and 7) problem-based learning.

The partnership between vocational schools and industry/enterprises plays an essential role in implementing the professional school curriculum. The connection is set in the joint decree of the Ministry of Education and Culture and the Head of Commerce and Industry Department No 0267a/U/1994 concerning Partnership Program between Schools and Their Partner Institution (industry) as well as in the Decree of the Minister of National Education no. 323/U/1997 concerning the Implementation of Multiple-System Education.

The 2006 School-Based Curriculum for Vocational School, currently implemented, uses dual-system learning; i.e. the combination between learning in school and industry (business enterprises). Djojonegoro (1999) states that the dual-system education is systematic and synchronise vocational education and training, combining the education program of schools with the skills acquired through working (internship) in the field, aiming to achieve a certain level of professional expertise. According to Wena (1997), dual-system education is realised in the utilisation of two educational environments (school and industry) to educate students.

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Nasir (1998) also proposes similar concept, that dual-system education is a form of vocational education implementation that integrates the education program in schools with the training program in business enterprises, aiming to realise the objectives of professional education. Another definition of dual-system education describes that it combines part-time vocational training with part-time learning (The Educational System in Germany, 1999). The relationship between schools and industry/enterprises is displayed in the following diagram.

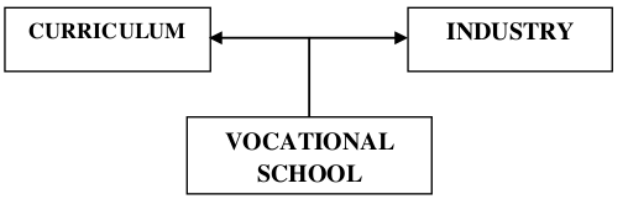

Figure1. Scope of Education in Vocational School (Source: Depdikbud, 1994)

Education nowadays is inseparable from the economic capability of the individual's. Instruction assigns specific levels for various socioeconomic statuses of people. A particular socioeconomic group can only experience proper training. In contrast, other groups can only have a meagre level of education. Therefore, in this study, socioeconomic status of the society is assumed to be one of the factors influencing the output of education.

Each individual has a position in society. Every individual member of a community has his tasks and functions. Individuals are directly and morally required to fulfil their responsibilities. Sukamto (1990) argues that every society has specific values which create layers of social stratification. Social stratification may include the stratification of education based on social classes (Mafuh and Riyadi, 1994).

The phenomena of social classification or stratification in a society, according to Persell (1990) and Sanderson (1993), is a fixed and general characteristic of a cultured society. Sanderson (1993) further notes that social stratification must not be confused with social inequity. Social stratification is related with two or more stratified groups whose members have different power, privilege, and prestige than members of other groups. The criteria to define social classes include education, job, amount of income, source of income, residence, and behaviour (Hamalik, 2003).

Based on those statements, parents' socioeconomic status can be defined as a socioeconomic position of parents that affects students' education based on the parents' education, job, and income. Socioeconomic factors of parents determine their ability to satisfy the family needs, including their children's educational requirement.

2. Research Method

This study belongs to the category of explanatory research (Singarimbun and Effendi, 1995) or correlational research (Gall & Borg, 2003) of non-experimental nature (Kerlinger, 1990) using a cross-sectional survey approach. The object of this study is the State Business and Management Vocational Schools in South Sulawesi. The population is all third-year students of Business Administration (A.P.), Accounting (AKT), and Commerce (Sales) Programs who

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have undergone the Internship Program in business enterprises and are registered in State Business and Management Vocational Schools in South Sulawesi, in the 2010/2011 Academic Year. The study is conducted on the sample group of the population. The sampling method used in this study is the structural equation model (SEM). The distribution of the sample is as follows:

Table 1. Distribution Sample

No.	Regency/City	Vocational School	Population	Sample
1.	Makassar	SMKN 4 Makassar	333	59
2.	Sidrap	SMKN Pancarijang	231	41
3.	Palopo	SMKN 1 Palopo	320	56
4.	Bone	SMKN 1 Watampone	376	66
5.	Go	SMKN Bajeng Limbung Gowa	288	51
6.	Bantaeng	SMKN 1 Bantaeng	249	44
		Total	2797	317

Source: Primary Data, processed 2011.

3. Findings and Discussion

The overview of the findings of this study is displayed in the following table.

Table 2. Coefficient of Regression Test Result on the Relationship between the Variables of the Final Model

Relationship		Coef. Reg	S.E.	C.R.	p-value	Coef. Standard
From	To					
Innovative learning	Students' Readiness to Work	0.230	0.113	2.047 *	0.041	0.132
School Partnership with Enterprises	Students' Readiness to Work	0.250	0.075	3.348**	0.001	0.398
Socioeconomic Status	Students' Readiness to Work	0.184	0.072	2.549 *	0.011	0.232

Remarks: ns = *not significant* (p-value > 0,05); * = p-value < 0,05; ** = p-value < 0,01; SE = Standard Error; CR = Critical Ratio (= Coef. Reg / SE)

The coefficient of regression from innovative learning construct to students' readiness to work is 0.230, with C. R. of 2.047 (higher than 2) and p-value of 0.041 (higher than 0.05). In the standardised form, this coefficient scores 0.132. This indicates that there is **a significant** impact of innovative learning construct on the readiness to work construct.

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Since students' readiness to work is mainly a reflection of academic achievements, the finding of this study is confirmed by previous relevant studies. These studies are conducted in different background and with various objects. According to Johnson and Johnson (1994) who find significant empirical evidence that cooperative learning can improve academic achievement, higher than the improvement from individual knowledge and competitive learning. Cohn (1979), World Bank (1999), and William (2003) suggest that the internal factor of schools, particularly the student-centred learning, directly affect students' academic achievement. An empirical study conducted by Slavin (1997) indicates that the STAD-type cooperative learning model results in higher performance in social sciences than other learning models.

The second variable was affecting students' readiness to work in schools' partnership with industry/enterprises. The coefficient of regression for the construct of schools' collaboration with industry to students' willingness to work is 0.250; with C. R. of 3.348 (higher than 2) and p-value of 0.001 (lower than 0.05). In the standardised format, the coefficient scores 0.398. This indicates that there is **a positive and significant** correlation between the school partnership with industry and the readiness to work.

Lee's finding (2001) is in line with the discovery of this study. Lee states that when the government concentrates on developing industry; it should, at the same time, develop the skills of semi-professional workers (students) in the vocational schools and diploma levels. Berman and McLaughlin's observation (Ellers, 2002) proves that the collaborative process of school and public organisations are required to improve the quality of life of the parties involved in the partnership. Suparlan (2008), in his study on the impact of PSG on vocational school students' adaptive work in Malang Raya, find a positive and significant impact.

The next variable in this study is the impact of socioeconomic status on students' readiness to work. The coefficient of regression from socioeconomic status construct to students' willingness to work is 0.184; with C. R. of 2.549 (higher than 2) and p-value of 0.001 (lower than 0.05). In the standardised form, the coefficient is 0.232. This indicates that there is **a positive and significant** impact from the socioeconomic status on students' readiness to work.

Previous studies confirm this finding. Seginer (1986) finds that there is a positive and significant correlation between the socioeconomic status of the society and the academic achievements of the students. Schooler (in Flanagan, 1993) describes that parents' education, experience, and position affect the way they raise and treat their children. Parents with high socioeconomic status have more autonomy and highlight the intellectual freedom in educating and entertaining their children. The finding of this study is also in line with Hanuchek (2005), who finds that there is a correlation between students' cognitive ability with individual income and economic growth.

The simultaneous impact of innovative learning, schools' partnership with industry, and socioeconomic status on students' readiness to work is illustrated in the following table.

ISSN 1869-0459 (print)/ISSN 1869-2885 (online)

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Table of R^2 Calculation

Independent	Dependent	Coef. Path	R^2
Innovative learning	Students' Readiness to Work	0.132	0.709
School Partnership with Enterprises	Students' Readiness to Work	0.398	
Socio-economic Status	Students' Readiness to Work	0.232	

Based on the measurement of R^2, the statement that innovative learning, schools' partnership with industry/enterprises, and socioeconomic status simultaneously have a significant impact on students' readiness to work **is accepted**. This descriptive analysis provides an overview regarding three independent variables which contribute to students' willingness to work, i.e., the students' readiness to work belong to the category of quite ready (68.5%), based on their academic skill (I.Q), emotional skill (E.Q), spiritual skill (S.Q), and adversity quotient (A.Q).

Conclusion

From the implemented stages and the findings of this study, the following conclusions are formulated: 1) innovative learning has a significant impact on students' readiness to work. It means that students' willingness to work, as a result of education, can be effectively improved if the teachers' pay close attention on the aspects of innovative learning; 2) schools' partnership with enterprises/industry has a direct and significant impact on students' readiness to work. It indicates that students' willingness to work can be improved if the learning occurs in the industry (e.g. internships) is effectively implemented; 3) parents' socioeconomic status has a positive and significant impact on students' readiness to work. Students' willingness to work, as a result of learning, is inseparable from parents' support, particularly in terms of the funding of their education, both in school and in the workplace (internship); 4) innovative learning, schools' partnership with industry, and socioeconomic status contribute, simultaneously, significant impact on students' readiness to work. This suggests that students' willingness to work can be improved if the teachers can develop innovative learning process effectively, if schools' partnership with industry is built on mutual commitment and expertly executed, and if parents provide supports as allowed by their socioeconomic status.

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